

A Resource for Faculty and Authors
From the AAP Committee on Continuing Medical Education (COCME)
“Best Practices Guide to Teaching and Learning”
Meet the needs of the new generation of learners!



This Best Practices Guide to Teaching and Learning provides Faculty/Authors with suggestions for the design and/or implementation of effective educational activities for physicians and health care professional learners. The guide provides general and specific practical teaching concepts to enhance the planning and delivery of multiple teaching formats (live lecture, online learning, webinar, workshop, written material, and small group discussion). You are encouraged to relate the concepts outlined to the educational formats, settings, and audiences for which you are designing education.

Refer to the *Best Practices Guide to Teaching and Learning* to design your teaching activity and ignite the fire of engagement in your audience, readers, and participants.

BEST PRACTICES GUIDE TO TEACHING and LEARNING:
How to Make Your Educational Content “Rock” a Learner’s World
The Art and Science of Being an Educational Jedi Master
“Teacher? I prefer the term, Educational Jedi Master”

Awesome Teacher,

- Can you hold your learners’ attention so powerfully that they are interested in more?
 - Do your learners apply your teaching into clinical practice?
 - Do you long to be more riveting than social media?
 - Is your online module the end-all-be-all to behavior change?
 - Did you know that a few minor tweaks can “wow” your audience and impact patient care?
- No matter what the educational activity type, this guide can help you be an Educational Jedi Master!



Beginning: Set the Stage

- Start with a case scenario, clinical vignette, video, or news story to grab their attention.
- Present a compelling reason on how the information they are about to learn will
- Let them know what’s new, what’s hot, how it fits into their job and benefits both them personally and their patients
- Tell them what they will be able to *do* with what they are learning
- Include objectives that will help the learner understand what will be covered in the content and how skills, knowledge, and attitudes (i.e. communication skills, systems-based practice, minimizing bias, etc.) may be improved.



Middle: Keep them engaged

- Cover 3-5 objectives per hour of content/credit – less material is easier to understand
- Help the learner understand the material (use case scenarios, clinical vignettes, analogies, metaphors, outlines, diagrams, demonstrations, mnemonics, videos, etc.)
- Add short 1-3-minute pauses to allow participants to reflect and/or process the information (i.e. questions, pauses, self-reflection, think-pair-share, observation with critique, etc.).
- Chunk your material in short segments so that it is easier for the learner to digest.
- Use visual materials to enhance learning (graphs, diagrams, slides, handouts, videos, pictures).



End: Inspire Practice Change

- Highlight quality improvement opportunities to put into practice what was learned. (Or ask participants to think about how they might improve the care they provide).
- Include activities/exercises/quizzes as learning tools to practice what has been taught
- Include or discuss practice change ideas/pearls. Encourage learners to commit to change (written commitment to change, use of reflective questions, discussions on what one will do differently in practice, etc.)
- Provide resources, links, memory joggers, job aids, and/or other practice tools to help the learner apply what they have learned.
- Summarize before ending the learning activity. Include a thorough summary of topics that were addressed, key take-away information that met the objectives.

If you have any questions or seek any clarification on these educational concepts, please contact the AAP Committee on CME. **Staff contact:** Deborah Samuel, MBA / Director, Live Education Activities dsamuel@aap.org.

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